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NEW GENERATION PEDAGOGICAL RESEARCH CENTER



ការយល់ឃើញរបស់សិស្សចំពោះការប្រើប្រាស់
កម្មវិធី X-READING ក្នុងការសិក្សាភាសាអង់គ្លេសតាម
អ៊ីនធឺណិត៖ ករណីសិក្សានៅសាលារៀន
ជំនាន់ថ្មីបួនម្នាក់

The Student's Perception toward the Use of
X-Reading to Study English on Internet: Case Study at
Four New Generation Schools

A Mini-Thesis
In Partial Fulfilment of the Requirement for
Master's Degree of Education in Mentoring

Meun Sokai

December 2021

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The Student's Perception toward The Use of
X-Reading to Study English on Internet: Case Study at
Four New Generation Schools

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មូលនិយមសង្ខេប

កម្មវិធីរៀនភាសាអង់គ្លេសតាមប្រព័ន្ធអ៊ីនធឺណិតដែលមានឈ្មោះថា X-Reading បានទទួលការពេញនិយមចាប់តាំងពីសាកលវិទ្យាល័យជាច្រើននៅទូទាំង សាកលលោកចាប់ផ្តើមប្រើប្រាស់ដើម្បីផ្តល់វគ្គសិក្សារួមទាំងសិស្សានុសិស្សនៅតាមសាលារៀនជំនាន់ថ្មីក្នុងប្រទេសកម្ពុជាផងដែរ។ សិស្ស និងស្រីតនៅជុំវិញពិភពលោក ដែលមានចំណាប់អារម្មណ៍លើវគ្គសិក្សានោះ អាចចុះឈ្មោះនិងរៀនបានតាមប្រព័ន្ធនោះ។ មានការពិភាក្សាជាច្រើនរវាងសារៈប្រយោជន៍ និងបញ្ហាប្រឈមរបស់កម្មវិធី X-Reading ហើយអ្នកអប់រំ កំពុងព្យាយាមរកវិធីដើម្បីលើកកម្ពស់ការសិក្សាតាមប្រព័ន្ធអ៊ីនធឺណិតក្នុងគោលបំណងលើកកម្ពស់គុណភាពនៃការអប់រំសម្រាប់សតវត្សទី២១។ ការសិក្សានេះធ្វើឡើងដើម្បីកំណត់ការយល់ឃើញរបស់សិស្សចំពោះការប្រើប្រាស់កម្មវិធី X-Reading និងទំនាក់ទំនងនៃកត្តាលើកទឹកចិត្តពួកគេចំពោះឥរិយាបថឆ្ពោះទៅរកការប្រើប្រាស់កម្មវិធី X-Reading ។ កម្រងសំណួរត្រូវបានប្រើប្រាស់ និងបានប្រមូលពីសិស្សចំនួន ១៨២នាក់ ហើយការវិភាគស្ថិតិដូចជាមធ្យមគម្លាតស្តង់ដារ និងតេស្តសហសម្ព័ន្ធត្រូវបានប្រើប្រាស់ដើម្បីផ្តល់ ព័ត៌មានដែលអាចទុកចិត្តបាន។ លទ្ធផលបានរកឃើញថាការយល់ដឹងពីសារៈប្រយោជន៍ ការយល់ឃើញពីភាពងាយស្រួល និងការយល់ដឹងពីធនធាននៃការប្រើប្រាស់កម្មវិធី X-Reading មានទំនាក់ទំនងខ្លាំងជាវិជ្ជមានជាមួយឥរិយាបថរបស់សិស្សចំពោះការប្រើប្រាស់កម្មវិធី X-Reading ។ លទ្ធផលទាំង នេះត្រូវបានបញ្ជាក់ដោយការសិក្សាជាច្រើនផ្សេងទៀតដែលផ្តោតលើការប្រើប្រាស់ប្រព័ន្ធអេឡិចត្រូនិច។ ដូច្នេះការសិក្សានេះបង្ហាញថាការដាក់បញ្ចូលកម្មវិធី X-Reading នៅតាមសាលារៀនជំនាន់ថ្មីគឺមានភាពវិជ្ជមាន ដោយសារការយល់ឃើញរបស់សិស្ស និងអាកប្បកិរិយារបស់ពួកគេ ចំពោះការប្រើប្រាស់ X-Reading មានលក្ខណៈវិជ្ជមាន។ កត្តាសំខាន់ៗទាំង៣ខាងលើក៏ត្រូវបានយកទៅពិចារណាដើម្បីលើកកម្ពស់ឥរិយាបថរបស់សិស្សក្នុងការប្រើប្រាស់ X-Reading ផងដែរ។

ពាក្យគន្លឹះ៖ កម្មវិធី X-Reading គំរូនៃការទទួលយកបច្ចេកវិទ្យា ការយល់ដឹងពីសារៈប្រយោជន៍ ការយល់ឃើញពីភាពងាយស្រួល ការយល់ដឹងពីធនធាន ឥរិយាបថរបស់សិស្សចំពោះការប្រើប្រាស់

ABSTRACT

Online learning platform known as X-Reading, has become popular since many top universities around the globe start providing course online. Thus, students around the world who are interested in the course are able to enroll and learn. There are debates between benefits and challenges of X-Reading and educators are trying to find the way to promote better environment for online learning and also promote quality of education in 21st century. The present study is aimed at identifying the students' perception of using X-Reading and relationship of motivational factors to attitudes toward the use of online learning. The study had distributed questionnaire to 365 students and 182 students responded, and type of statistical analysis such mean, standard deviation, and correlation were made in order to give reliable information. The results found that perceived usefulness, perceived ease of use, and perceived resources had strongly positive relationship with students' attitude toward the use of X-Reading. These results were confirmed by many studies which focused on area of online learning. Therefore, this study would suggest that there is a positive for putting X-Reading at New Generation Schools in Cambodia since students' perception and their attitudes toward the use of X-Reading were strongly positive. Also, there must be taken the three important factors to consider in order to promote students' attitudes toward the use of X-Reading.

Keywords: X-Reading, Technology Acceptance Model (TAM), perceived usefulness, perceived ease of use, perceived resources, attitude toward the use

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master's Degree of Education in Mentoring

Name of candidate: **Meun Sokai**

Title of thesis: The Student's Perception toward the Use of X-Reading to Study English on

Internet: Case Study at Four New Generation Schools

This is to certify that the research carried out for the above titled master's thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor (Name): **Chi Kim Y**

Supervisor (Sign):

Date: 20 December 2021

CANDIDATE'S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “**Meun Sokai**” hereby present entitled “The Student’s Perception toward the Use of X-Reading to Study English on Internet: Case Study at Four New Generation Schools”

for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate):

Date: 20 December 2021

Countersigned by the Supervisor:

Date: 20 December 2021

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List of Abbreviations

A	Attitudes towards Using
AU	Actual Use
BI	Behavioral Intentions to use
DIT	Department of Information Technology
E-Book	Electronic Book
EFL	English as Foreign Language
EOU	Perceived Ease of Use
ER	Extensive Reading
ESL	English as Second Language
ICT	Information and Communication Technology
KAPE	Kampuchean Action for Promoting Education
LMS	Learning Management System
MoEYS	Ministry of Education Youth and Sport
NGS	New Generation School
TAM	Technology Acceptance Model
U	Perceived Usefulness

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

In the 21st century, students are no longer passive about gaining knowledge and are required to become active students in order to generate knowledge for themselves (MoEYS, 2018). The Ministry of Education, Youth and Sport (MoEYS) recognizes that countries' competitive advantage is driven by their human resources capacity in 21st century skills, including the strategic use of Information and Communication Technology (ICT). These capacities assist citizens to generate new knowledge and put this knowledge into practice, supporting the transition of the national economy from trading in commodities to trading in high-end knowledge-based products and services (MoEYS, 2018). In addition, MoEYS acknowledges that ICT is the main catalyst in advancing human resource development for the 21st century economy, and ICT needs to be planned as a sector-wide intervention in which a systematic approach to ICT architecture and interventions is the key to efficiency and sustainability, getting away from the present model in which ICT is often applied in uncoordinated isolated silos (MOEYS, 2018). Moreover, MoEYS - through the Department of Information Technology (DIT) - will develop capacity to lead ICT for Education innovation across the sector. DIT will assess the value of lessons learned in other countries for the Cambodian context, advising MoEYS technical line departments on possible options for increasing their efficiency through the use of Information Technology. MoEYS requests all stakeholders to work in consultation and coordination with the Department of Information Technology to ensure that ICT in Education interventions conform to MoEYS standards, helping build a better education service for all Cambodians (MoEYS, 2018). The use of technological aids, such as e-books, can facilitate learning and promote autonomy by providing students with abundant self-access learning opportunities that increase their

levels of motivation (Huang, 2012). Recently introduced hand-held e-readers have sparked renewed interest in electronic texts, which are commonly called e-books (Huang, 2012). E-books are one of the advanced technologies that can engage and motivate learners in the twenty-first century. For young learners who grow up in a digital era and who might get bored with traditional approaches to learning, e-books are attractive and make reading enjoyable. As for struggling readers, e-books provide them with many useful functions – such as zooming, searching, oral reading, and dictionaries – that foster reading development (Huang, 2012). Officially launched in April 2014, X-Reading and the idea for a virtual library of graded readers devoted solely to extensive reading began for very practical reasons. Paul Goldberg, founder and CEO of X-Reading, has been using extensive reading in his English classes in Japan for the past ten years (Travis Cote, 2014). The X-Reading site is accessible either via PC or mobile device and since it is a virtual system, multiple users can now read the same book. In addition, for teachers and administrators, the LMS functionality of X-Reading allows monitoring of students' reading progress, including words-per-minute counts, total words read, total number of books read, reading comprehension quiz results and total reading time (Travis Cote, 2014). Extensive Reading has been gaining popularity for the last two decades, and it has been rapidly spreading across Japan for the last decade (ERF, 2021).

1.2 Statement of the Problem

Paul Goldberg, founder and CEO of X-Reading, has been using extensive reading in his English classes in Japan for ten years (Travis Cote, 2014). On X-Reading platform, students have unlimited access to all the graded readers. Books are always available. Students can read books using their PC or mobile device (Paul Goldberg (2014). Extensive reading brings great benefits for students and acquirers in form of wider vocabulary, strong writing expression and spelling ability. Students chose books of their own interest without any

threat of losing marks in reading exams. Students discussed the characters among themselves which helped them in generating discussion in target language (Saba & Noreen, 2020). Despite many successes with this approach and the enjoyment his students expressed, he encountered many challenges running an ER program. One of problems was the issue of accountability. Mr. Goldberg wanted to make sure if his students were reading and how much they were reading over a semester or over a yearlong course. Besides, Mr. Goldberg was determined to overcome focused on library-related concerns: availability of popular and level-appropriate books, and inconvenient library hours of operation (Travis Cote, 2014). Besides, the principles in the implementation of the X-Reading activity are emphasizing enjoyment and fluency in reading. This reading environment can be created through the selection of reading materials that are not too complicated, with fewer new and difficult words and at the appropriate level of the student's ability (Husin, 2014). Moreover, Students devote large amounts of time to reading lessons in order to achieve such competence. Yet, plenty of students have difficulties in improving their reading ability. Of course, there are a number of possible reasons for this such as the lack of vocabulary, reading fluency and reading habits (Ngan, 2019). Until now, there is no any study which is focused on the Technology Acceptance Model (TAM) and the factors that influence on students' retention in online learning in Cambodia, whereas there are a number of such studies elsewhere. This study provides some information regarding TAM, focusing on the use of X-Reading in the Cambodian context. With empirical literature review as well as collecting primary data from the target group to make analysis, this study provides useful information and concrete suggestions to stakeholders in the education sector.

1.3 Research Purposes

Kampuchean Action for Promoting Education (KAPE) intended to provide understanding of the current used of X-Reading and identifying the relationship among the

factors that affect student's performance and attitude toward the use of X-Reading to study English on Internet among students at four New Generation Schools (NGS).

1.4 Research Objectives

The four specific research objectives are as following:

1. To find out the students' perception on the implementation of X-Reading platform.
2. To identify the relationship between perceived usefulness and attitude toward the use of X-Reading
3. To identify the relationship between perceived ease of use and attitude toward the use of X-Reading
4. To identify the relationship between perceived resources and attitude toward the use of X-Reading

1.5 Research Questions

In order to achieve the objectives, four specific research questions are raised as the following:

- 1) What are the students' perceptions toward the current use of X-Reading?
- 2) Is there any relationship between students' perceived usefulness and their attitude toward the use of X-Reading?
- 3) Is there any relationship between students' perceived ease of use and their attitude toward the use of X-Reading?
- 4) Is there any relationship between students' perceived resources and their attitude toward the use of X-Reading?

1.6 Significance of the Study

The current study is intended to provide understanding of the current use of X-Reading and identification of the relationship of the factors that affect student attitude and intention toward the use of X-Reading. The findings will provide essential information and evidence-based reference for educational stakeholders including administrators, instructors, policymakers as well as New Generation Schools (NGS) to promote students' interest and retention in online learning courses, as well as improving the effective delivery of future online learning system in high school in Cambodia. It might lead NGS policymakers to consider whether to put online courses in the curriculum or not. Last but not least, the study might become a crucial reference for further research studies on this topic which is benefits a lot for students, teachers, institutions, as well as education system itself.

1.7 Operational Definition of Key Terms

X-Reading is an online extensive reading library and learning management system (LMS). X-Reading library provides learners with various of English books, including reading quizzes. Answers to the quizzes are automatically scored and recorded by the system. The X-Reading site is accessible via mobile device or PC and since it is a virtual library, the students can read the same books. Also, the students can choose to listen to audio to engage in extensive listening (Milliner & Cote, 2015). X-Reading refers to a kind of platform that provides e-books that are available on the internet and students are able to access through computers, tablets or smartphones in order to study English. Students' perceptions refer to the ideas of the students about the use of X-Reading if it is easy or difficult and interesting to their learning. According to Paul Goldberg (2014), X-Reading is an online, virtual library platform consists of hundreds of graded readers supported by an easy-to-use learner management system. The platform has been improved to make readers more accessible and extensive reading programs easier for students and teachers to

manage and assess. Because X-Reading is a virtual library, students have unlimited access to all the graded readers, anywhere, anytime. Books are always available because they are never checked out. Students can read books using their PC or mobile device. Their search is supported by book ratings as well as recommendations based on their interests. Also, students can listen to audio of almost every book while they read. Moreover, Paul Goldberg (2014) mentioned that X-Reading has a simple-to-use learner management system (LMS) that allows teachers to monitor and assess their students' reading. The LMS helps teachers know which books their students are reading, how many words they've read and their reading speed. Furthermore, teachers can restrict the library, guiding students to the most appropriate books.

CHAPTER 2: LITERATURE REVIEW

2.1 Definition of X-Reading

Launched in April 2014, The X-Reading platform is Extensive Reading and a management system (LMS). The X-Reading platform gives access to all books in the library, including post-reading quizzes, especially, answers to the quizzes are scored and recorded by the LMS. The X-Reading site is accessible via a mobile device or a PC and since it is a virtual library, multiple users can read the same book. Users can choose to listen to an audio to engage in extensive listening. For teachers, administrators and students alike, the LMS functionality allows a monitoring of reading progress, including words-per-minute counts, total words read, books read, total reading time, and quiz results (Milliner & Cote, 2015). The X-Reading platform allows ER instructors to administer their ER programs efficiently and effectively (Koby, 2017).

2.2 X-Reading in Cambodia's Context

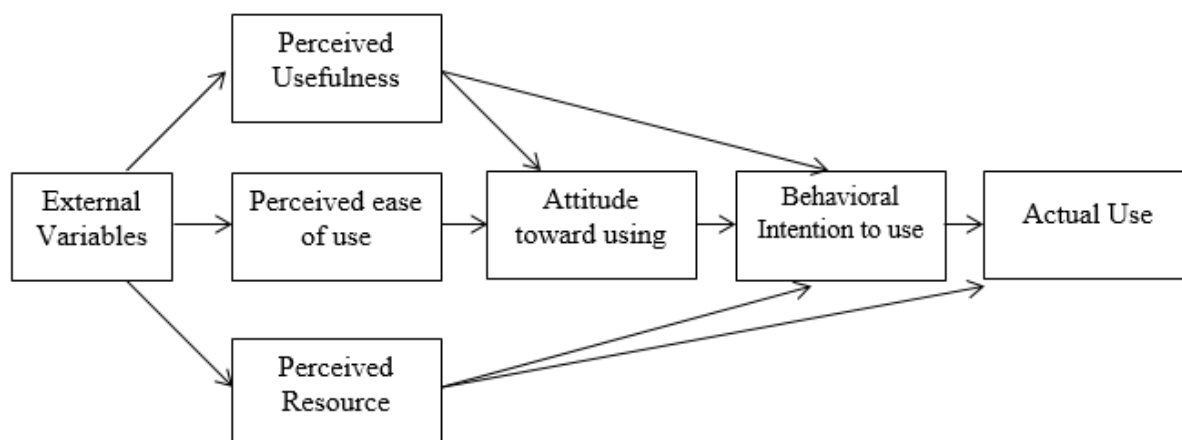
X-Reading gained popularity in 2014 in the Japan and were introduced to Cambodia's secondary school level in early 2018. The implementation of X-Reading has been started at five new generation school, Prah Sisowath, Prek Leap, Prek Anchanh, Kampong Cham and Peam Chinkang High Schools.

2.3 Conceptual Framework of X-Reading

The Technology Acceptance Model (TAM) was proposed by Davis (1989), and it is employed as the conceptual framework for this thesis to explore students' perception of X-Reading. This theory has focused on many studies about information systems or technology acceptance research.

Technology Acceptance Model (TAM) is used to describe computer, tablet, and smartphone usage behavior of end-user technologies and user populations (Lau, Yua, & Liub, 2003). For more than twenty years, TAM has been accepted as a valid and simple model for predicting the acceptance of Information Communication Technologies ICTs (Lau et all, 2003). TAM provided relations between perceived usefulness (U), perceived ease of used (EOU), users' attitudes towards using (A), behavioral intentions to used (BI) and actual used (AC) of computer systems. J. Fred D. Davis, (1986). Besides, Davis, (1989) defined U as how much an individual believes using a system to improves job and learning performance and perceived EOU as how much an individual believes a system is convenient to used. U is a main determinant of the user's intentions while EOU has a significant effect on the user's intentions (Fred D. Davis, Richard P. Bagozzi, & Paul R. Warshaw, 1989). Attitude towards use (A) refers to the degree of evaluative effect that an individual associated with using the target system in his or her job (Davis, 1993). Perceived resources" (R) refers to "the extent to which an individual believes that he or she has the personal and organizational resources needed to use an information system (Mathieson, 2001). The research on Understanding how university student's perceptions of resources affect technology acceptance in online learning courses showed that Perceived ease of use and Perceived usefulness have significant positive effects on attitude towards using (Stephen Anthony Sivo, 2018).

Figure 1: Technology Acceptance Model



2.4 Advantages of X-Reading

Extensive reading (ER) is one of the best ways to develop all language skills, including writing, listening, and even speaking. Moreover, ER helps learners to new vocabularies. ER also improve, and it helps students develop more positive attitudes regarding language and culture learning (ERF, 2011). With regard to the learning effects of e-books, students were positive about reading e-books, and they thought reading e-books could enhance their reading ability and productive skills such as writing. They noted that e-book reading was crucial for learning English language. Students knew clearly that reading more could increase their reading performance (Huang, 2012). Extensive Reading has a number of purposes. Importantly, it can help students enhance their reading fluency, reading speed, vocabulary, confidence, motivation, enjoyment, and establish a habit of reading. In addition, it allows students to learn grammatical patterns in a natural context (ERF, 2011). Extensive reading (ER) has drawn increasing attention from ESL and EFL teachers for its advantages. The ER method introduces language learners to large numbers of reading materials for the purpose of improving students' reading speed and reading

fluency, rather than to focus on the language of the text (Milliner & Cote, 2015). In X-Reading platform, teachers can track students' progress and ensure accountability, which can be especially useful for a large class and when extensive reading is assigned as an independent out-of-class task. Moreover, teachers can manage different classes of students effectively by adjusting which levels of books can be available to them, what lengths of books appropriate to students to read, and what percentage is a passing mark for a comprehension quiz. Besides, students can benefit from the use of X-Reading. It allows them to save their time as they can read graded readers and take comprehension quizzes online wherever and whenever they have access to the Internet. Furthermore, students can use their own smartphones, tablets, or computers to access X-Reading, so they do not have to go to a library to check out graded readers or worry about overdue penalties. In addition, students develop their reading speed (words per minute) and the number of hours they are engaged in the reading task since it is tracked and recorded automatically (Milliner & Cote, 2015).

2.5 Issues and Challenges of X-Reading

Although X-Reading is considered as a useful online platform to improve lifelong learning, some studies have raised challenges and concerns. A number of studies into e-book reading in the ESL or EFL teaching context have revealed that reading text on an electronic screen for long periods of time can be more fatiguing than reading text on paper (Travis Cote, 2014). Not all participants felt comfortable using digital devices to read e-books. For example, some indicated that their eyes became tired or strained because of the small screen size of the computers, especially compared to the experience of reading printed texts. Some also indicated that functions such as bookmarks or annotations were useful but in need of improvement, as were the e-books' navigational controls, which some participants found time consuming and difficult to use (Huang, 2012).

2.6 Previous Study on X-Reading

With regard to the learning effects of e-books, students were positive about reading e-books and that they thought reading e-books could enhance their reading ability and productive skills such as writing. They felt that e-book reading was useful for learning English. They expected that they would feel encouraged to read more English books and would read e-books after this project ended. However, they were somewhat reserved about the motivational effect of e-books and the interesting elements of e-book reading. It could be interpreted that e-book reading was a required activity in this experiment. Students knew intuitively that reading more could enhance their reading performance (Huang, 2012). When utilizing X-Reading, one possible strategy to raise learner motivation would be to implement an extra point award system to those who read more than a certain number of words at an appropriate level. Since X-Reading keeps track of the total number of words each student reads, it is possible to reward those who read more than a certain number of words per week (Milliner & Cote, 2015). It was found that Perceived ease of use and Perceived usefulness have a significant positive effects on attitude towards using (Stephen Anthony Sivo, 2018).

2.7 Summary of Literature Review

Reading is known as an Internet-based learning which is enabling users to access learning at their own place and time by using smart devices such as smartphones, tablets, or computers. The X-Reading is an online platform where students can use to study English. X-Reading helps readers develop reading skills, learn new vocabularies, and to become independent readers. There are a lot of benefits of X-Reading for 21st century education

where it would enhance the way of teaching and learning more effective and efficient. Although X-Reading provides many benefits, it had some challenges on current practices such tiredness to read long texts, difficulties of using the platform, and so on. These challenges require a lot of effort and resource to tackle. Also, the number of researches has been done in order to provide general and specific information on X-Reading using. There was a discussion on factors that had an influence on students' attitude toward the use of X-Reading, and it was found a well-known theory called Technology Acceptance Model (TAM) and it had been taken to discuss in this study. This led researcher found an interesting theory called extended TAM. In the extended TAM, there were found all of three factors (perceived usefulness, perceived ease of use, and perceived resources) had a relationship on users' attitude toward using of X-Reading.

CHAPTER 3: RESEARCH METHODOLOGY

This chapter reviewed the type of research design that a researcher employed number of sample and how to select the sample, research instruments that adopted in this study, data collection procedures, data management and analysis, ethical considerations, and limitations of the study.

3.1 Research Design

This study employed survey research design. Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a 365 population by studying a sample of that population. It included cross-sectional and longitudinal studies using questionnaires for data collection—with the intent of generalizing from a sample to a population.

3.2 Sample Size and Sampling Technique

This research involved 365 high school students who are learning English through X-Reading at 4 NGSs, Prek Ahnchahn High School (154 students), Prek Leap High School (137 students) and Kampong Cham High School (95 students) and Peam Chikang High school (29 students). All classes were selected based on the purposive sampling technique. All the students who are in X-Reading classes were selected.

3.3 Research Instrument

As this study employed a quantitative survey design, the questionnaire was distributed to all respondents. The items of the constructs in the tools were adopted from (Sivo, Ku, & Acharya, 2018). All the items were a brief statement followed by a 7-point Likert scale ranging from extremely likely (7) to extremely unlikely (1) as well as not applicable (N/A).

In this researcher adjusted to a 5-point Likert scale. Likert scale is the most fundamental and frequently used tools in educational and social science studies (Joshi, Kale, Chandel, & Pal, 2015). In this study, researcher adjusted the existing 7-point Likert scale to 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The 5-point Likert scale is simple to understand and use for survey administrators as well as respondents. It takes short time and less effort to complete than higher-point scales. Furthermore, it fits mobile device screens better than higher-point scales. Respondents have choices without becoming overwhelmed. Furthermore, 5-point Likert scale gives respondents an option to be neutral rather than having to choose an alternative that doesn't reflect their thinking. It allows for a lower margin of error and delivers deeper insight into what people are thinking and feeling (Newson, 2021).

3.4 Data Collection Procedure

This section described the procedures that the researcher used to collect data. First, the researcher requested permission from the four school principals to conduct the research. Next, the researcher contacted the technical team leaders, teachers of English to inform them and ask for help to distribute the questionnaire to all the target students. After that, all the 365 students were informed in an advance to complete the questionnaires. Completion time for the questionnaire will be flexible. Students would be able to complete it immediately in the class or could return it to the researcher by a specific deadline.

3.5 Data Analysis

After data collection, data were cleaned by the researcher. The researcher employed Ms. Excel and SPSS software for doing a data analysis and produced graphs to show in the report.

3.6 Ethical Considerations

This study was conducted by putting great attention on the confidentiality and anonymity. All selected respondents have been informed and explained on how to complete the questionnaires and have been asked to give their consent to participate in it. To obtain valid consent, the study has used an introductory statement at the start of the survey to ask permission from interviewees. This study was not asked for the name of respondents, which shows anonymity in the study.

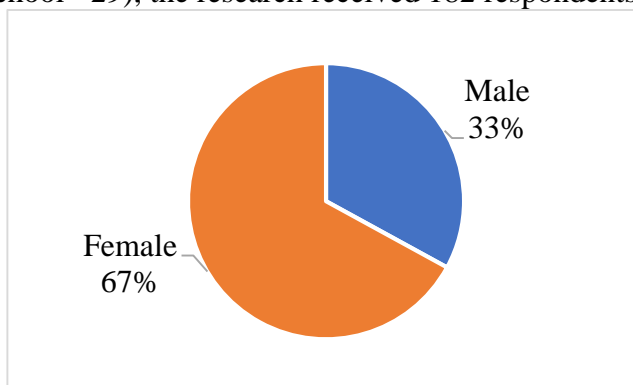
CHAPTER 4: RESULTS/FINDINGS

This chapter shows statistical data which present from the data analysis, and it would come up with the complemented evidence to answer to the research questions. There are three parts of result category which first presents with demographic of respondents. Second, the result will the student's perception toward the use of X-Reading to study English on Internet. Last but not least, this finding will show the correlations between each variables in TAM.

4.1 Background Information of the Participants

The present study employed the quantitative method, descriptive analysis techniques had been applied to test and descriptive statistics like the mean, the standard deviation, frequency tables and charts were used to know the characteristics of the data and the demographic profile of the respondents. Out of the total population of 365 students (Prek Leap High School= 137, Prek Anhchanh High School=154, Kampong Cham High School= 95, and Peam Chikang High School= 29), the research received 182 respondents.

All the respondents had given responses properly which are 60 males (32.97%) and 122 females (67.03%). The youngest participant ages 11 while the oldest is 19 and the mean of age is 15.41.



There were 57 participants **Figure: 2 Sex percentage of respondents**

(31.32%) from Prek Leap High School, 80 participants (43.96%) from Prek Anhchanh High School, 23 participants (12.64%) from Kampong Cham High School, and 22 participants (12.09%) from Peam Chikang High School.

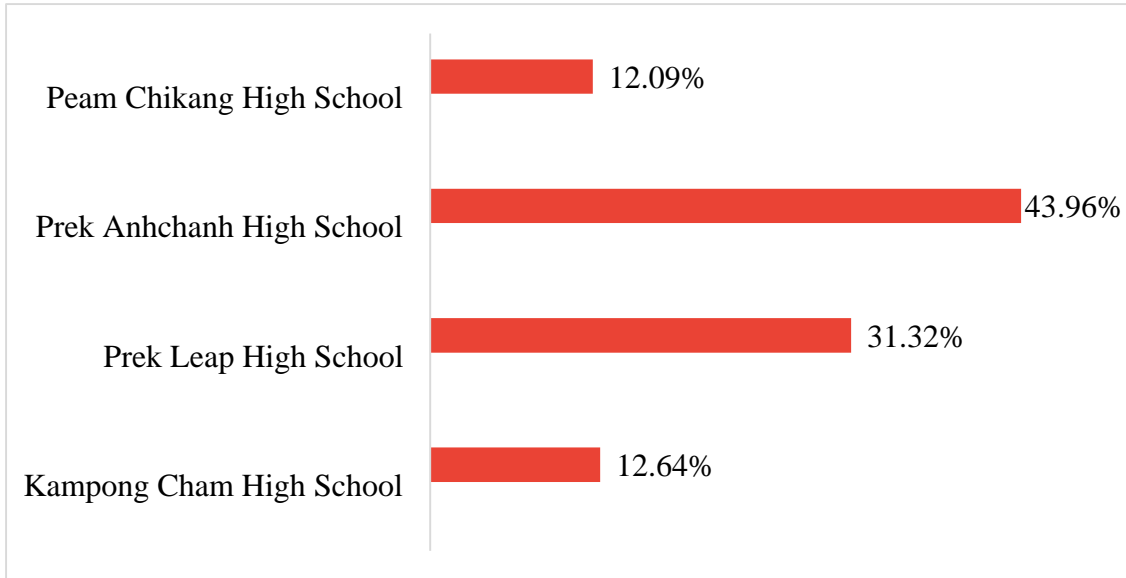


Figure 3: The number of respondents from reach target school

All 182 participants were 8 grade seventh students (4.40%), 23 grade eighth students (12.64%), 28 grade ninth students (15.38%), 90 grade tenth students (49.45%), 28 grade eleventh students (15.38%), and 5 grade twelfth students (2.75%).

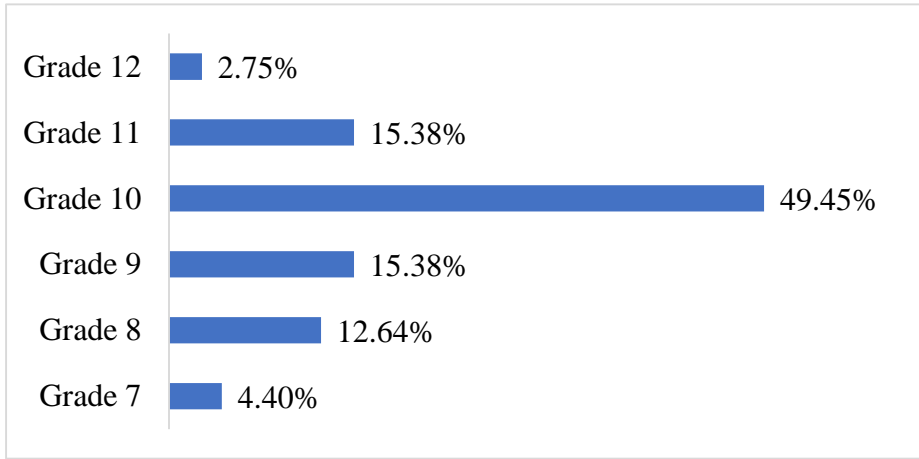


Figure 4: The number of respondents from reach target school

69 out of 182 participants (37.91%) have a personal computer while 113 participants (62.09%) do not have a personal computer. There were 151 participants (82.97%) having a smartphone. 5 participants (2.75%) have a tablet, 10 participants (5.49%) have both smartphone and a tablet, and 16 participants (8.79%) do not have both smartphone and a tablet.

138 of 182 participants (75.82%) used the Internet every day, 31 participants (17.03%) used the Internet almost every day, 11 participants (6.04%) used the Internet two or three times a week, and 4 participants (1.10%) used the Internet two or three times a month.

There were 138 participants (75.82%) frequently used the X-Reading to study English on Internet and 44 participants did not.

Table 1: Experience year of using X-Reading

Year	Total	Percentage (%)
<1	77	42.31
1	57	31.32
2	23	12.64
3	6	3.30
Error	19	10.44
Total	182	100.00

Regarding with the experience year of using the X-Reading, most of them had used the X-Reading for more than 3 years only 0.10%, had used for three years = 0.03%, had used for two years = 13.00%, had used for one year= 31.00%, and had used less than one year=42.00%.

4.2 Student's Perception toward the use of X-Reading

This step is to explore the means and standard deviations of the sample's responses regarding the perceptual items. The dimensions of the survey were estimated using the means of specific items in the table below. Moreover, it could be appropriately stating to answer each research question (RQ).

RQ1: What are the students' perceptions toward the use X-Reading to study English on the Internet?

Table 2: The Means and Standard Deviation of the Dimensions explored

No	Dimension	Items	n	Mean	SD
1	Perceived Usefulness	Q1, Q2, Q3, Q4, Q5, Q6	182	4.30	0.81
2	Perceived Ease of Use	Q7, Q8 Q9, Q10, Q11, Q12	182	3.99	0.88
3	Perceived Resource	Q13, Q14, Q15, Q16	182	4.01	0.95
4	Attitude toward Using	Q17, Q18, Q19	182	4.27	0.87

The measurement of each item categorized into dimension totally captured the participants' sense to the extent they agree or disagree to the student's perception toward the use of X-Reading to study English on Internet on their own evaluation. The highest positive view of the student's perception toward the use of X-Reading on Perceived Usefulness (Mean= 4.30, SD= 0.81), Attitude toward Using (Mean= 4.27, SD= 0.87), and Perceived Resource (M=4.01, SD= 0.95) while Perceive Ease of Use was positively perceived the lowest mean among the student's views (M= 3.99, SD= 0.88).

To answer the first research question that it was asked to show about the views of the students toward the use of X-Reading, we can start with the concluded one. Based on the analyzed data collected from the survey, researcher simply raised up that most of the participants (N=182) had positive perceptions about using X-Reading to study English. The student's use of X-Reading significantly was perceived in the four variables such as: Perceived Usefulness, Perceived Ease of Use, Perceived Recourse, and Attitude Toward Using. The table below will show some of common responses that supplement into the description of items inside each dimension above.

Table 3: Table 3: The Perceptions of students with each in the four dimensions: Perceived Usefulness, Perceived Ease of Use, Perceived Resource, and Attitude toward Using

#of Q	Items	Mean	SD
Q1	Using X-Reading in my class would enable me to accomplish tasks more quickly.	4.10	0.84
Q2	Using X-Reading would improve my class performance.	4.29	0.84
Q3	Using X-Reading in my class would increase my English Skills better.	4.47	0.82
Q4	Using X-Reading would enhance my effectiveness in my course work.	4.32	0.85
Q5	Using X-Reading would make it easier to do my course work.	4.21	0.79
Q6	I would find X-Reading useful in my course work.	4.44	0.73
Q7	Learning to use X-Reading would be easy for me.	3.98	0.84
Q8	I would find it easy to get X-Reading to do what I want it to do.	4.21	0.94
Q9	My interaction with X-Reading is clear.	3.82	0.91
Q10	I would find X-Reading to be flexible to interact with.	4.03	0.79
Q11	It would be easy for me to become skillful at using X-Reading.	3.76	0.94
Q12	I would find X-Reading easy to use.	4.14	0.86
Q13	I have the resources I would need to use X-Reading in my course.	3.96	0.99
Q14	There are no barriers to my using X-Reading in my course.	3.63	1.05
Q15	I would be able to use X-Reading in my course if I wanted to	4.15	0.93
Q16	I have access to the resources I would need to use X-Reading in my course.	4.29	0.82
Q17	X-Reading is beneficial.	4.38	0.84
Q18	X-Reading is positive.	4.33	0.92
Q19	I would find X-Reading easy to use.	4.09	0.85

Each dimension's result above expressed the different perception and positively supported to our finding by the following constructs even some means are close to neutral condition (Q7, Q9, Q13, and Q14).

4.2.1 Perceived Usefulness

Figure 4 showed that 62% of students strongly agreed that the X-Reading is useful for them to improve their English while only 1% of students strongly disagreed.

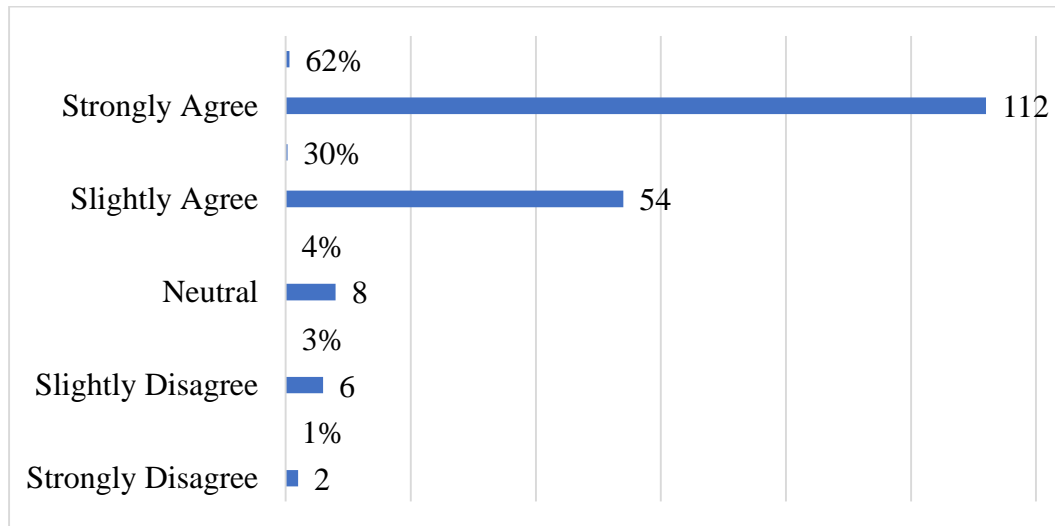


Figure 5: Using X-Reading in my class would improve my English Skills better

4.2.2 Perceived Ease of Use

Figure 5 showed that 45% of students strongly agreed and 41% of students slightly agreed that the X-Reading is easy to use while only 7% of students 2% slightly disagreed and 2% of students strongly disagreed.

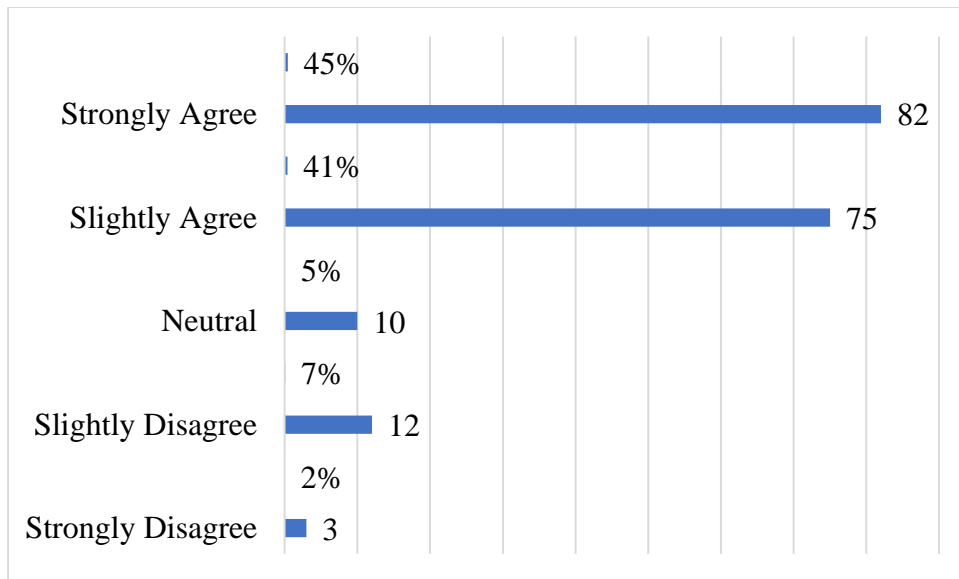


Figure 6: I would find it easy to get X-Reading to do what I want it to do

4.2.3 Perceived Resource

Figure 6 showed that 47% of students strongly agreed and 39% of students slightly agreed that the X-Reading provided enough and good recourses for them to learn English while only 5% of students slightly disagreed and 0% of students strongly disagreed.

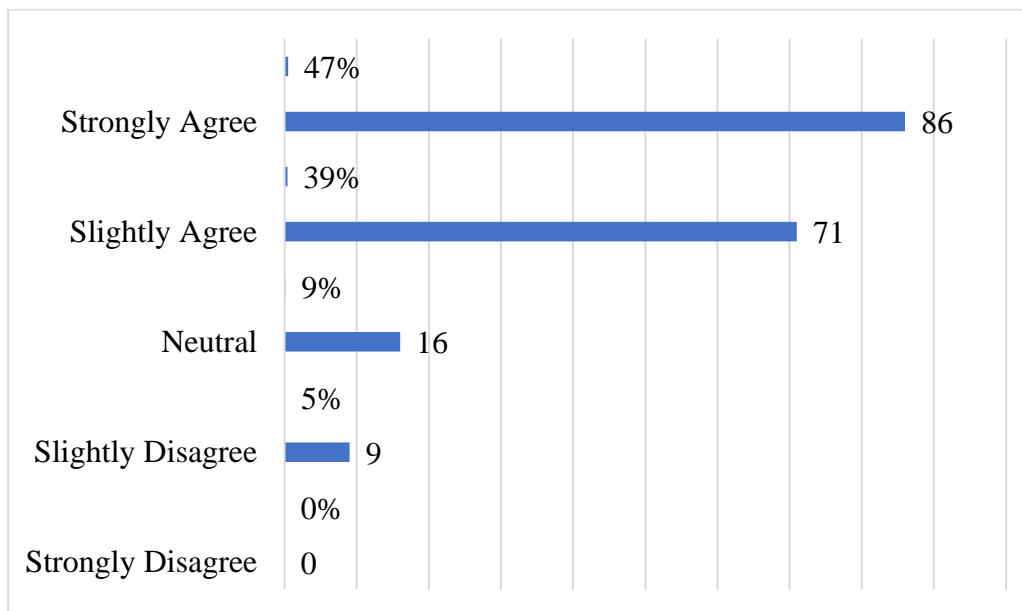


Figure 7: I would find it easy to get X-Reading to do what I want it to do

4.2.4 Attitude toward the Use of Instrument

Figure 7 showed that 54% of students strongly agreed and 37% of students slightly agreed that they enjoyed using the X-Reading to learn English while only 8% of students slightly disagreed and 1% of students strongly disagreed.

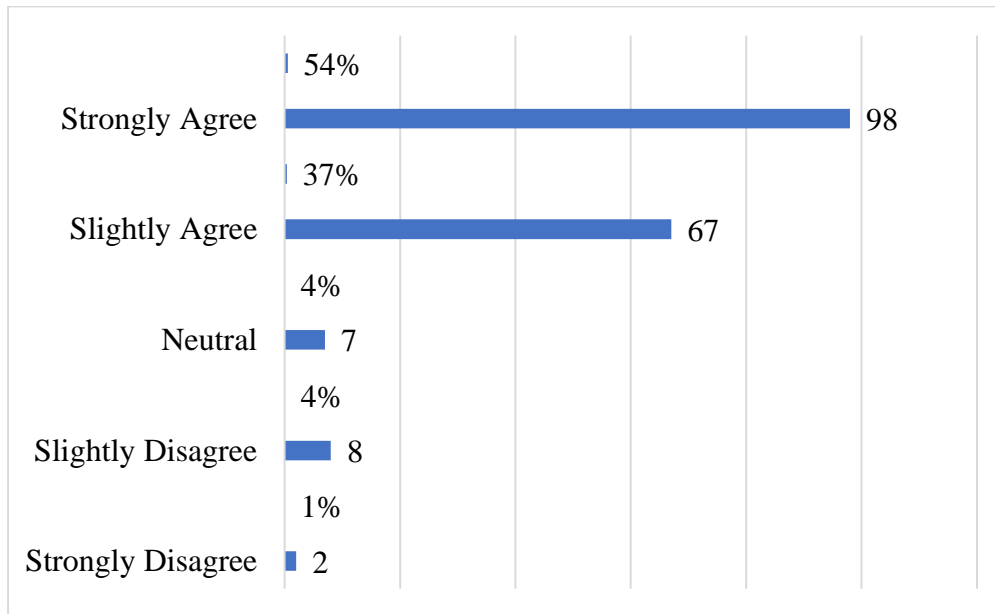


Figure 8: X-Reading is beneficial

Figure 8 showed that 54% of students strongly agreed and 34% of students slightly agreed that the X-Reading is positive for them to learn English while only 5% of students slightly disagreed and 2% of students strongly disagreed.

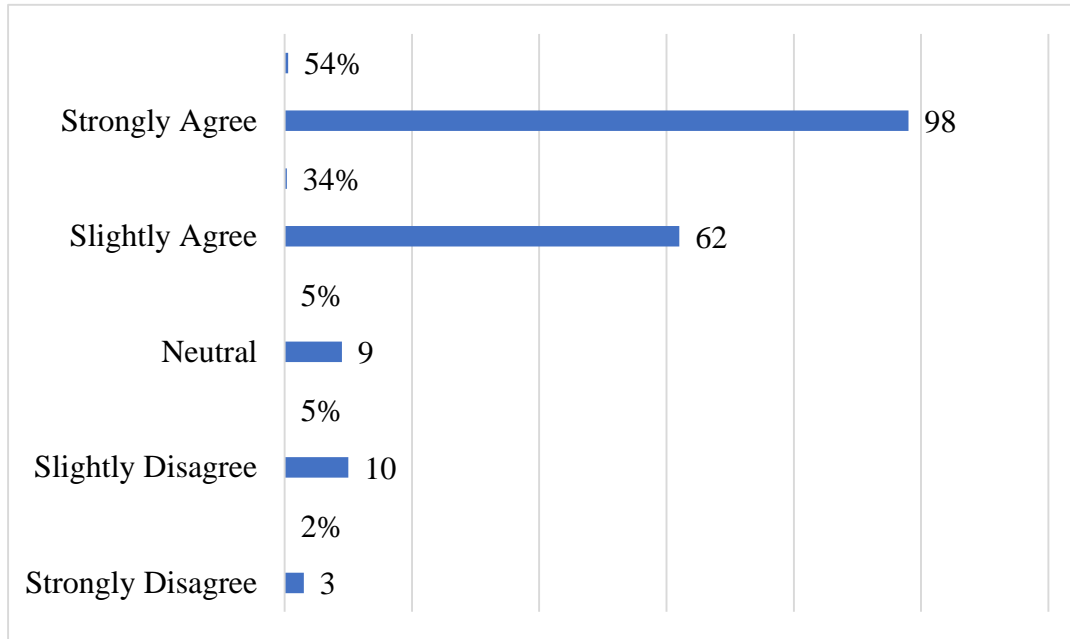


Figure 9: X-Reading is positive

4.2.5 Behavioral Intention to Use Instrument

The Yes/No questions were asked of respondents to determine their intention to keep learning with the X-Reading or continue using the X-Reading in the future. Figure 9 showed that 80% of students were able to access the X-Reading to study English when they need to use it while 12% of students were not.

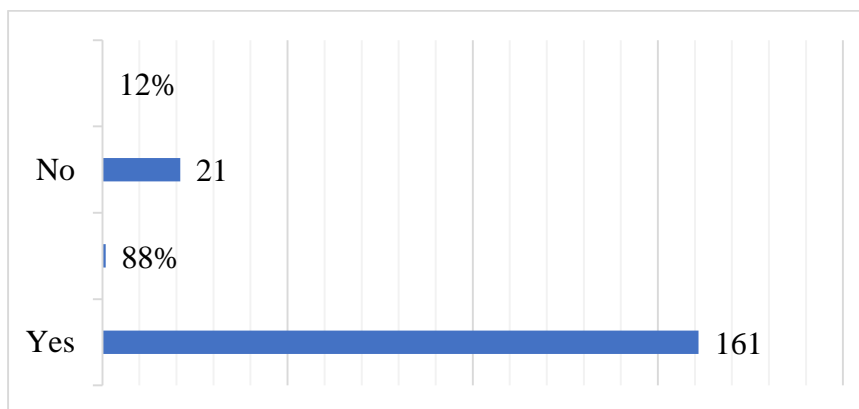


Figure 10: I am able to access X-Reading to study English when I need to use it

Figure 10 showed that 63% of students had a specific plan with using the X-Reading while 37% of students did not.

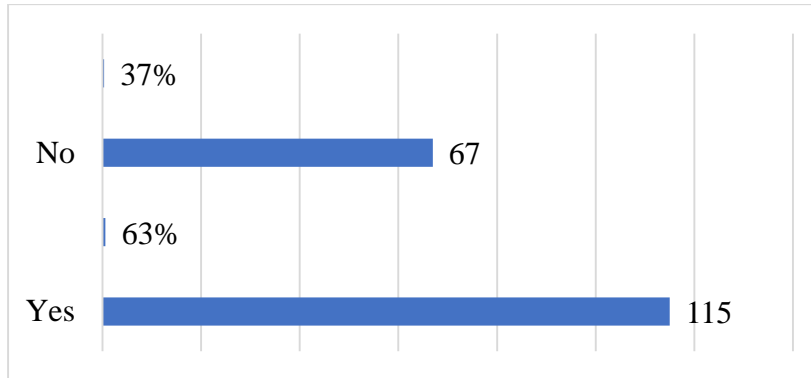


Figure 11: I have a specific plan with using X-Reading

Figure 11 showed that 80% of students understood clearly about the advantages of X-Reading for their English improvement while 20% of students did not.

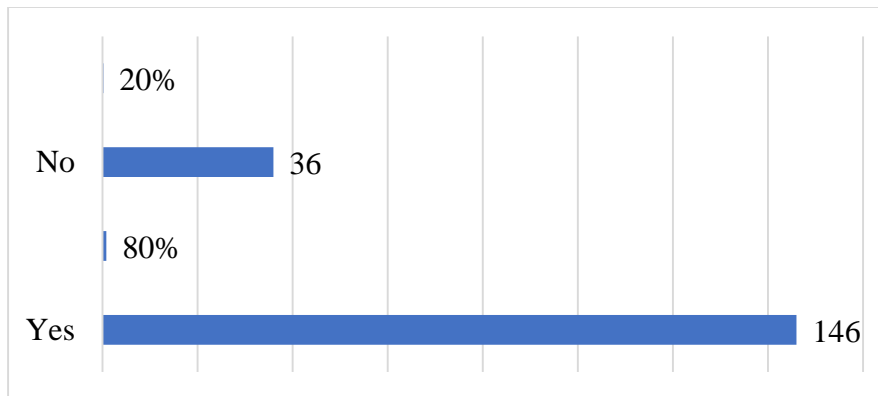


Figure 12: I understand clearly about the advantaged of X-Reading for my English improvement

Figure 12 showed that 37% of students will continue using the X-Reading to study English if it is free of charge, 5% of students will not continue using the X-Reading, and 57% of students did not decide to answer this question.

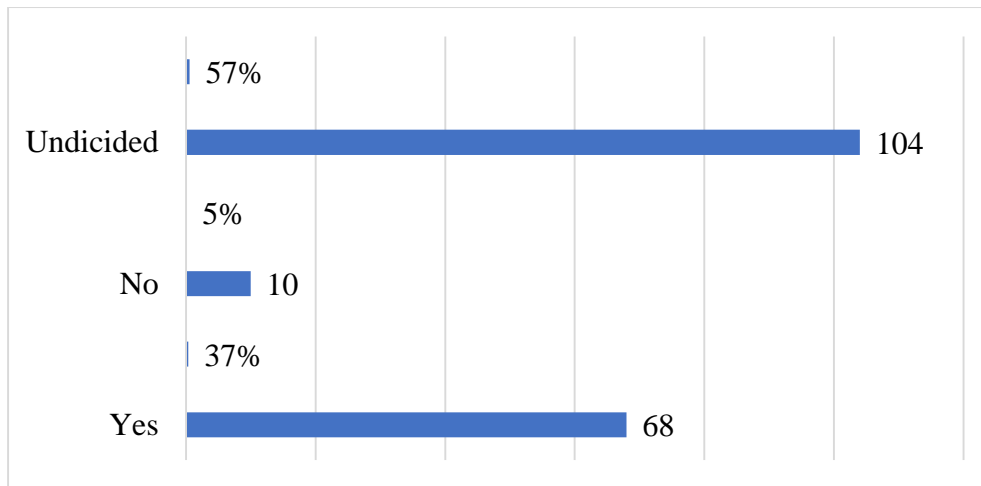


Figure 13: *I will continue using X-Reading to study English if it is free of charge*

4.2.6 Correlational Analysis Results

Research questions 2, 3, and 4 are to determine the relationships between three independent variables and one dependent variable in the TAM model. There are several statistical analyses that can be used to explore relationships among variables, such as a correlation analysis, a regression analysis, and a factor analysis. However, one that best suits this study is the correlation analysis. The correlation analysis is used to explain the strength and the direction of the linear relationship between the variables. Therefore, in this study, the researcher used it to identify the positive or negative relationship between three independent variables and one dependent variable. According to (Mills & Gay, 2016), Pearson correlation coefficient measures the strength of direct association between two variables and it is measured on a scale with no units and can take a value from -1 through 0 to $+1$ (Sedgwick, 2012). A correlation coefficient is produced when variables are correlated (Fraenkel et al., 2012). A coefficient near $+1.00$ and -1.00 has a larger effect size and a positive and negative direction whereas the coefficient is near 0.00 , the variables are not related. Specifically, there are three levels of coefficient, weak or none (between $+0.35$ and -0.35), moderate (between $+0.35$ and $+0.65$ or between -0.35 and -0.65), strong

(between +0.65 and 1.00 or between -1.00 and -0.65). From this correlation, results as shown in the table 8, can be concluded as follow:

Table 4: Inter-constructs Correlation Value between Variables
Correlations

		perceived usefulness	perceived ease of use	perceived resources	attitude toward using
perceived usefulness	Pearson Correlation	1	.686**	.574**	.736**
	Sig. (2-tailed)		.000	.000	.000
	N	182	182	182	182
perceived ease of use	Pearson Correlation	.686**	1	.729**	.685**
	Sig. (2-tailed)	.000		.000	.000
	N	182	182	182	182
perceived resources	Pearson Correlation	.574**	.729**	1	.724**
	Sig. (2-tailed)	.000	.000		.000
	N	182	182	182	182
attitude toward using	Pearson Correlation	.736**	.685**	.724**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	182	182	182	182

** . Correlation is significant at the 0.01 level (2-tailed).

Response to research questions

2) Is there any relationship between students' perceived usefulness and their attitude toward the use of X-Reading?

To answer this research question, the researcher did the correlational analysis by using Pearson Correlation method (r). The correlation analysis revealed that there was a statistically significant positive correlation between perceived usefulness and the attitude toward use ($r = 0.736$, $p < 0.01$). This indicates that those who perceived the X-Reading to be most useful had a strong positive attitude toward using the X-Reading.

3) Is there any relationship between students' perceived ease of use and their attitude toward the use of X-Reading?

To answer this research question, the researcher did the correlational analysis by using Pearson Correlation method (r). The correlation analysis revealed that there was a statistically significant positive correlation between perceived usefulness and the attitude toward use ($r = 0.685, p < 0.01$). This indicates that those who perceived the X-Reading to be easy and had a strong positive attitude toward using the X-Reading.

4) Is there any relationship between students' perceived resources and their attitude toward the use of X-Reading?

The correlation analysis revealed that there was a statistically significant positive correlation at moderate level between perceived resources and the attitude toward use ($r = 0.724, p < 0.01$). This indicates that those who perceived resources of the X-Reading more have a strong positive attitude toward using the X-Reading.

CHAPTER 5: DISCUSSION

This chapter comes up with a discussion idea among result obtaining and literature review sources that provided a clear justification over the student's perception toward the use of X-Reading.

5.1 Demographic information of Participants

This exploratory research investigated the view of the student's perception toward the use of X-Reading within variables (Perceived Usefulness, Perceived Ease of Use, Perceived Resource, and Attitude to Use) impact to the student's learning behavioral and actual use of X-Reading or English performance skills such as reading, speaking, writing, listening, and vocabulary.

This research finding supported to factors that student's use of X-Reading could be leading student's behaving into its habitual practices such as Perceived Usefulness, Perceived Ease of Use, Perceived Resource and Attitude Toward Using.

5.2 Student's perception

To answer clearly to the first research question, we found the realistic view of the students. Most of our respondents 62% of students strongly agreed that the X-Reading is useful for them to improve their English better, 45% of students strongly agreed that the X-Reading is easy to use, that 47% of students strongly agreed that the X-Reading provided enough and good recourses for them to learn English, 54% of students strongly agreed enjoyed using the X-Reading, 54% of students strongly agreed that the X-Reading is positive for them, 80% of students were able to access the X-Reading, 80% of students were able to access X-Reading, and 63% of students had a specific plan with using the X-Reading, . Moreover, this research results indicated to the advantages the X-Reading. There 80% of students understand clearly about the advantages of X-

Reading for their English improvement. This study showed a similar result to a previous study by (Huang, 2012) with a regard to the learning effects of e-books, students were positive about reading e-books and that they thought reading e-books could enhance their reading ability and productive skills such as writing. Integrating this online platform use during the academic study possibly would be good helping students to increase their English performance skills.

5.3 The relationship between perceived usefulness and attitudes toward the use of X-Reading

The result of this present study found that the relationship between perceived usefulness and the attitude toward using the X-Reading was statistically significant. This finding was consistent with previous studies that found that there is a positive relationship between these two key variables (Stephen Anthony Sivo, 2018). Thus, it is necessary that the lecturers or developers of X-Reading help students to believe positively on learning through the X-Reading. Whenever students believe that the X-Reading is useful to them, they will have a strong attitude to explore books that they are interested in and keep learning with a particular X-Reading platform.

5.4 The relationship between perceived ease of use and attitudes toward the use of X-Reading

The result of this present study found that the relationship between perceived ease of use and the attitude toward using the X-Reading was statistically significant. Among three constructs, it is the lowest, but it still had a strong correlation. This finding was consistent with previous studies that found that there is a positive relationship between these two key variables (Stephen Anthony Sivo, 2018) Whenever students believe that the X-Reading is easy to use, they are more likely to have a positive attitude to explore

courses that they are interested in and keep learning with a particular X-Reading platform.

5.5 The relationship between perceived resources and attitudes toward the use of X-Reading

The present study found that perceived resources had a positive correlation with attitude toward the use of X-Reading. This means that, to keep learning or start learning with X-Reading platform is to make sure that students have enough needed resources for access. This was answered by the first statement in Section 4.2.3: “Perceived Resource” where most respondents claimed that “they will use X-Reading if they have tools to access.” Therefore, another factor to keep learning or start learning with the X-Reading platform is to make sure that students have enough needed resources for access.

CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

This chapter concluded the results based on key research questions and provided some limitation of the study. Also, the researcher provided some suggestions for enhancing X-Reading practices and policies implication, as well as suggestions for researchers who are interested in online learning.

6.1 Conclusion

In this study, we identified the student's perception toward the use of X-Reading. X-Reading enhanced students' English performance. Their perception reflected to the needs or benefits of X-Reading use. Also, it is a time for teachers to realize about student's interests and concerns in each dimension. It suggested proactive strategies to minimize negative effects within the use of X-Reading.

To answer the first research question, quantitative data had been drawn by the online survey from 182 respondents who are the students at four New Generation School (NGS). Data have been analyzed and discussed more in a descriptive way. By using the conceptual model adapted from (Sivo, Ku, & Acharya, 2018), all research questions have been answered and producing a check on five dimensions of X-Reading impact to the student's performance. The finding revealed a great look on the experience use X-Reading and came up with the clear view of X-Reading experience among grade seven to grade twelve students. The result of the study indicated the positive acceptance to the use of X-Reading (strongly agree with Perceived Usefulness=62%, strongly agree with Perceived Ease of Use=45%, strongly agree with Perceived Resource=47%, strongly agree with the attitude (enjoyment) to use= 54%, and 37% of students will continue using X-Reading)

This short study can only conclude that the students have positive views on the use of X-Reading. The second research question was used to seek for an association between

perceived usefulness and attitude toward the use of X-Reading. There was found that it had a strong positive relationship, which suggested that students understanding of the benefit of X-Reading was the first important predictor of attitude toward the use of X-Reading. This suggests that students will have an attitude to use X-Reading if they perceive that such usage would enable them to complete their coursework more quickly, would help them to improve performance in class, would increase their school productivity, would enhance effectiveness of coursework, would easier to do their coursework, and would improve their learning outcomes. The third research question was used to seek for an association between perceived ease of use and attitude toward the use of X-Reading. This research found that they have a strong positive relationship, which indicates that students' understanding on how to use X-Reading was the second significant predictor of attitude toward the use of X-Reading. This suggests that students will have a positive attitude toward using X-Reading if they find them easy to use, can be flexible, and courses are interesting. Last research question was used to seek for an association between perceived resources and attitude toward the use of X-Reading. There was found that it had a strong positive relationship, which suggested that students understand on the needed tool to use X-Reading was the third significant predictor of attitude toward the use of X-Reading. This suggests that they would be easy if they realized on and have enough required resources to access learning with X-Reading. Hence, if instructors would like their students to use X-Reading, they should present to their students about X-Reading s' usefulness and ease of use, and explain the resources needed for accessing X-Reading. By doing so, instructors would be able to encourage students to enroll and complete courses.

6.2 Limitations of the Study

The finding of the study will be one of interesting outcomes for readers however there are few limitations of this work that should be noted. First, the study population focused only at four NGSs with 365 students who got licenses to use X-Reading platform and only 182 participants responded. Moreover, those who responded are only students who have device to use X-Reading. This research employed only quantitative research design. It cannot further be generalized for an acceptable fair in the educational sector. The result is somewhat based on students' experiences of using X-Reading. Therefore, the finding is limited by accuracy and perception of the participants. Secondly, the best way to draw incredible perception about X-Reading, respondents have to be one of the X-Reading users who had devices and accessed to the platform frequently to study English. Next, data collection was done by an online platform. Therefore, some students might not answer all the questions carefully and correctly. Finally, the data from X-Reading platform were not used to analyzed in this research.

The researcher has no conflicts of interest to declare. It means the researcher does not get any benefits from Kampuchean Action to Promote Education (KAPE) and the X-Reading platform owners.

6.3 Recommendations

Implication: Since this study is intended to see the evolution of X-Reading use among the students which embedded with the impact on student's performance, its result deals on three important implications. Firstly, it is with the improvement of professional online platform practice. The students are required to be 21st century learners who engage actively to advance technological such as support language learning, communicate with teachers and friends, and self-learning, especially it is good for this period of Covid-19 out breaking. Secondly, integrating online platform to teach English to the students is a good way to improve their language performance. Lastly, the result of the study pointed out that

most of its positive perception and reflection on the evaluation toward the use of X-Reading. This result urged Kampuchean Action to Promote Education and the ministry of education for carefully considering approaches or strategies to help students and teachers with the use of X-Reading. According to (Milliner & Cote, 2015), one possible strategy to raise learner motivation would be to implement an extra point award system to those who read more than a certain number of words at an appropriate level.

Future research: In order to move beyond subjective indicators of student's perception, future research has to investigate more within X-Reading as a useful online platform for both teachers and students for teaching and learning English. Moreover, future research should investigate teachers' perception toward the use of X-Reading and analyze students' performance data which could further grant more information about this online platform.

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APPENDIX A: APPROVAL LETTER



មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី
NEW GENERATION PEDAGOGICAL RESEARCH CENTER

គោរពជូន

លោក ស្រៀង ចាន់ នាយកវិទ្យាល័យ ហ៊ុន សែនកំពង់ចាមសាលារៀនជំនាន់ថ្មី

កម្មវត្ថុ៖ សំណើសុំអនុញ្ញាតឱ្យនិស្សិតឈ្មោះ ឌីន សុខអែ បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅវិទ្យាល័យ ហ៊ុន សែន កំពង់ចាមសាលារៀនជំនាន់ថ្មី ក្នុងរយៈពេល៣ខែ ដោយគិតចាប់ពីថ្ងៃទី០១ ខែមិថុនា ដល់ថ្ងៃទី ៣១ ខែសីហា ឆ្នាំ២០២១។

សេចក្តីដូចបានជម្រាបជូនក្នុងកម្មវត្ថុខាងលើ ខ្ញុំបាទសូមជម្រាបជូនលោកនាយកឱ្យបានជ្រាបថា លោក ឌីន សុខអែ ជានិស្សិតបរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី១ នៃមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី (NGPRC) ។ លោក ឌីន សុខអែ មានគម្រោងចុះស្រាវជ្រាវលើប្រធានបទ “ការយល់ឃើញរបស់និស្សិតចំពោះការប្រើប្រាស់កម្មវិធី X-Reading តាមអ៊ីនធឺណិតក្នុងការសិក្សាភាសាអង់គ្លេស” ដើម្បីសរសេរសារណាបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះ គឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗ ដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ បន្ថែមពីលើនេះ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះ ក៏អាចរួមចំណែកក្នុងការជម្រុញឱ្យការរៀន និងបង្រៀនកាន់តែប្រសើរឡើងផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលដល់និស្សិតរូបនេះ បានចុះប្រមូលទិន្នន័យដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំបាទ។

ថ្ងៃព្រហស្បតិ៍ ៣រោច ខែពិសាខ ឆ្នាំឆ្លូវ ត្រីស័ក ព.ស ២៥៦៥

ភ្នំពេញ ថ្ងៃទី២៩ ខែមេសា ឆ្នាំ ២០២១

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិត ច័ន្ទ ត្រៃ

ខ្ញុំខំប្រឹងប្រែង
ខាង សិក្សាស្រាវជ្រាវ
ស្រាវជ្រាវ 30 មេសា ឆ្នាំ 2021

ឈ្មោះ ឌីន សុខអែ



មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

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លោក គុច គុដ្ឋិ នាយកវិទ្យាល័យ ហ៊ុន សែនការងារជំនាន់ថ្មី

កម្មវត្ថុ: សំណើសុំអនុញ្ញាតឱ្យនិស្សិតឈ្មោះ **ផ៊ុន សុខអែ** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅវិទ្យាល័យ ហ៊ុន សែន ពាមជីកងសាលារៀនជំនាន់ថ្មី ក្នុងរយៈពេល៣ខែ ដោយគិតចាប់ពីថ្ងៃទី០១ ខែមិថុនា ដល់ថ្ងៃទី៣១ ខែសីហា ឆ្នាំ២០២១។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើ ខ្ញុំបាទសូមជម្រាបជូនលោកនាយកឱ្យបានជ្រាបថា លោក **ផ៊ុន សុខអែ** ជានិស្សិតបរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី១ នៃមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី (NGPRC) ។ លោក **ផ៊ុន សុខអែ** មានគម្រោងចុះស្រាវជ្រាវលើប្រធានបទ **“ការយល់ឃើញរបស់និស្សិតចំពោះការធ្វើប្រាសាទ X-Reading តាមអ៊ីនធឺណិតក្នុងការសិក្សាភាសាអង់គ្លេស”** ដើម្បីសរសេរសារណាបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះ គឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗ ដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ បន្ថែមពីលើនេះ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះ ក៏អាចរួមចំណែកក្នុងការជម្រុញឱ្យការរៀន និងបង្រៀនកាន់តែប្រសើរឡើងផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលដល់និស្សិតរូបនេះ បានចុះប្រមូលទិន្នន័យដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំបាទ។

ថ្ងៃព្រហស្បតិ៍ ៣៣៣ ខែពិសាខ ឆ្នាំឆ្លូវ ត្រីស័ក ព.ស ២៥៦៥

ភ្នំពេញ ថ្ងៃទី២៩ ខែមេសា ឆ្នាំ ២០២១

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិត ច័ន្ទ វ៉ែត

បានយល់ព្រម + ឯកភាព
លោក គុច គុដ្ឋិ

គុច គុដ្ឋិ



មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

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គោរពជូន

លោក វ៉ុ សុភក្តិ នាយកវិទ្យាល័យ ព្រែកលៀបសាលារៀនជំនាន់ថ្មី

កម្មវត្ថុ៖ សំណើសុំអនុញ្ញាតឱ្យនិស្សិតឈ្មោះ **ម៉ីន សុខដៃ** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅវិទ្យាល័យ ព្រែកលៀបសាលារៀនជំនាន់ថ្មី ក្នុងរយៈពេល ៣ខែ ដោយគិតចាប់ពីថ្ងៃទី០១ ខែមិថុនា ដល់ថ្ងៃទី៣១ ខែសីហា ឆ្នាំ២០២១។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើ ខ្ញុំបាទសូមជម្រាបជូនលោកនាយកឱ្យបានជ្រាបថា លោក **ម៉ីន សុខដៃ** ជានិស្សិតបរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី១ នៃមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី (NGPRC) ។ លោក **ម៉ីន សុខដៃ** មានគម្រោងចុះស្រាវជ្រាវលើប្រធានបទ “**ការយល់ឃើញរបស់និស្សិតចំពោះការប្រើប្រាស់កម្មវិធី X-Reading តាមវិធីវិភាគការសិក្សាភាសាអង់គ្លេស**” ដើម្បីសរសេរសារណាបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះ គឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗ ដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ បន្ថែមពីលើនេះ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះ ក៏អាចរួមចំណែកក្នុងការជម្រុញឱ្យការរៀន និងបង្រៀនកាន់តែប្រសើរឡើងផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលដល់និស្សិតរូបនេះ បានចុះប្រមូលទិន្នន័យដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំបាទ។

ថ្ងៃព្រហស្បតិ៍ ៣រោច ខែពិសាខ ឆ្នាំឆ្លូវ ត្រីស័ក ព.ស ២៥៦៥

ភ្នំពេញ ថ្ងៃទី២៩ ខែមេសា ឆ្នាំ ២០២១

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិត ប័ន្ទ វ៉ែត

ថ្ងៃអង្គារ ២កើត ខែស្រាពណ៍ ឆ្នាំឆ្លូវ ត្រីស័ក ព.ស ២៥៦៥

ព្រែកលៀប ថ្ងៃទី១០ ខែសីហា ឆ្នាំ ២០២១

នាយកវិទ្យាល័យ

វ៉ុ សុភក្តិ



គោរពជូន

លោក សៅ ចន្ទា នាយកវិទ្យាល័យសម្តេចអគ្គមហាសេនាបតីតេជោ ជា ស៊ីម
ព្រែកអញ្ញាញសាលារៀនជំនាន់ថ្មី

កម្មវត្ថុ: សំណើសុំអនុញ្ញាតឱ្យនិស្សិតឈ្មោះ **ម៉ីន សុខអែ** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅវិទ្យាល័យសម្តេចអគ្គមហាសេនាបតីតេជោ ជា ស៊ីម ព្រែកអញ្ញាញសាលារៀនជំនាន់ថ្មី ក្នុងរយៈពេល៣ខែ ដោយគិតចាប់ពីថ្ងៃទី០១ ខែមិថុនា ដល់ថ្ងៃទី៣១ ខែសីហា ឆ្នាំ២០២១។

សេចក្តីដូចបានជម្រាបជូនក្នុងកម្មវត្ថុខាងលើ ខ្ញុំបាទសូមជម្រាបជូនលោកនាយកឱ្យបានជ្រាបថា លោក **ម៉ីន សុខអែ** ជានិស្សិតបរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី១ នៃមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី (NGPRC) ។ លោក **ម៉ីន សុខអែ** មានគម្រោងចុះស្រាវជ្រាវលើប្រធានបទ **“ការយល់ឃើញរបស់សិស្សចំពោះការប្រើប្រាស់កម្មវិធី X-Reading តាមវីទេអូលិកក្នុងការសិក្សាភាសាអង់គ្លេស”** ដើម្បីសរសេរសារណាបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះ គឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗ ដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ បន្ថែមពីលើនេះ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះ ក៏អាចរួមចំណែកក្នុងការជម្រុញឱ្យការរៀន និងបង្រៀនកាន់តែប្រសើរឡើងផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលដល់និស្សិតរូបនេះ បានចុះប្រមូលទិន្នន័យដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំបាទ។

ប្រសើរ
Chunth
 03/05/2021

ថ្ងៃព្រហស្បតិ៍ ៣ឆាច ខែពិសាខ ឆ្នាំឆ្លូវ ត្រីស័ក ព.ស ២៥៦៥
 ភ្នំពេញ ថ្ងៃទី២៩ ខែមេសា ឆ្នាំ ២០២១
ប្រធានមជ្ឈមណ្ឌល
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បណ្ឌិត ច័ន្ទ រ៉េត

APPENDIX B: QUESTIONNAIRE

Questionnaire in English

Questionnaire on Students' Perceptions toward the Use of X-Reading to Study English on Internet

My name is **Meun Sokai**, a student studying at New Generation Pedagogical Research Center of National Institution of Education (NIE). I am doing research on the topic of Students' Perceptions toward the Use of X-Reading to Study English on Internet: Case Study at four New Generation Schools (NGS).

The current study is intended to provide understanding of the current used of X-Reading and identification of the relationship of the factors that affect student attitude and intention toward the use of X-Reading. The findings will provide essential information and evidence-based reference for educational stakeholders including administrators, instructors, policymakers as well as New Generation Schools (NGS) to promote students' interest and retention in online learning courses, as well as improving the effective delivery of future online learning system in high school in Cambodia. It might lead NGS policymakers to consider whether to put online courses in the curriculum or not. Last but not least, the study might become a crucial reference for further research studies on this topic which is benefits a lot for students, teachers, institutions, as well as education system itself.

All your information is kept confidentially and only the researcher who can use it. It is not a test and all your answers will not be judged as right or wrong. Your information is really important to me, and I hope you will engage with this research.

Please let me know if you should have any queries via the following phone number and Email. Thank you.

- Telephone Number: 017 318 255/ 098 989 957 37
- Email Address: meunsokai7777@gmail.com

It takes you about 7 minutes to complete this questionnaire.

Question	Answer	Skipping
Part I: Demographic Information		
Circle and complete your answers.		
1.1. Sex	1 = Male 2 = Female 3 = Other	
1.2. Age	.....years	
1.3. Place of birth	1 = Phnom Penh 2 = Other province	
1.4. School Name	.....
1.5. Grade	.....
1.6. Academic year	.....
Part II: Information Communication Technology literacy and practice		
In this part, you will be asked about Communication Technology literacy and practice		
Circle your answers.		
1.7. Do you have a personal computer?	0 = No 1 = Yes	If “0=No” , skip to 1.8
1.7.1. What kind of your computer?	1 = Laptop 2 = Desktop 3 = Both laptop and desktop	
1.7.2. How long do you have your computer(s) ?	.....year(s)	
1.7.3. How long have you been using your computer(s)?	.....year(s)	
1.7.4. How often do you use your computer(s)?	1 = Every day 2 = Almost every day 3 = 2/3 times per week 4 = Once a week 5 = 2/3 times per month	

1.8. Do you have a smartphone or a tablet?	0 = No 1 = Yes (smart phone) 2 = Yes (tablet) 3 = Bothe (smartphone and tablet)	If “0=No” , skip to 1.9
1.8.1. How long have you been using your smartphone or tablet?	.....years	
1.9. Do you use Internet?	0 = Yes 1 = No	If “0=No”, skip to Part III
1.9.1. How long have you been using Internet?	..... years	
1.9.2. How many hours do you use Internet per day?	.....hours	
1.9.3. With which devices do you use Internet? (<i>you can choose more than one answer</i>)	1 = Smartphone 2 = Tablet 3 = Computer 4 = Desktop 5 = Other devices (.....)	
1.9.4. How often do you use Internet?	1 = Every day 2 = Almost every day 3 = 2/3 times per week 4 = One a week 5 = 2/3 a month 6 = Never	
1.9.5. What are your main aims on using Internet? (<i>choose 3 answers and order them from 1 to 3</i>)	() = Studying () = Daily tasks () = Business () = Communication (social medias) () = Entertainment (games, movies, songs...) () = News () = Others (.....)	
Part III: The Understanding and experiences of using X-Reading to study English on Internet		

In this part, you will be asked about The Understanding and experiences of using X-Reading to study English on Internet

X-Reading Platform: An online platform where students can choose English books to read and do exercises provided by teachers.

Circle our answers.

1.10. How long have you been using X-Reading platform?	.....years	
1.10.1. Do frequently use X-Reading platform?	1 = Yes 2 = No	
1.10.2. Which devices do you use to access X-Reading platform? (you can choose more than one answers)	1 = Smartphone 2 = Tablet 3 = Computer 4 = Desktop 5 = Other devices (.....)	
1.10.2.1. Does your teacher teach you on how to use X-Reading platform ?	1 = Yes 2 = No	

Part IV: Technology Acceptance

In this part, you will be asked you about technology acceptance on X-Reading platform to study English.

- Circle your answers.

(1 = Strongly Disagree, 2 = Slightly Disagree, 3 = Neutral , 4 = Slightly Agree 5 = Strongly Agree)

1.11. Perceived Usefulness

	<i>Strongly Disagree</i>	<i>Slightly Disagree</i>	<i>Neutral</i>	<i>Slightly Agree</i>	<i>Strongly Agree</i>
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1.11.1. Using x-reading in my class would enable me to accomplish tasks more quickly.	1	2	3	4	5
1.11.2. Using x-reading would improve my class performance.	1	2	3	4	5
1.11.3. Using x-reading in my class would increase my productivity.	1	2	3	4	5
1.11.4. Using x-reading would enhance my effectiveness in my course work.	1	2	3	4	5
1.11.5. Using x-reading would make it easier to do my course work.	1	2	3	4	5
1.11.6. I would find x-reading useful in my course work.	1	2	3	4	5
1.12. <u>Perceived Ease of Use</u>					
1.12.1. Learning to use x-reading would be easy for me.	1	2	3	4	5
1.12.2. I would find it easy to get x-reading to do what I want it to do.	1	2	3	4	5
1.12.3. My interaction with x-reading would be clear.	1	2	3	4	5
1.12.4. I would find x-reading to be flexible to interact with.	1	2	3	4	5
1.12.5. It would be easy for me to become skillful at using x-reading.	1	2	3	4	5
1.12.6. I would find x-reading easy to use.	1	2	3	4	5
1.13. <u>Perceived Resources</u>					
1.13.1. I have the resources I would need to use x-reading in my course.	1	2	3	4	5
1.13.2. There are no barriers to my using x-reading in my course.	1	2	3	4	5
1.13.3. I would be able to use x-reading in my course if I wanted to.	1	2	3	4	5
1.13.4. I have access to the resources I would need to use x-reading in my course.	1	2	3	4	5
1.14. <u>Attitude toward Using</u>					
1.14.1. X-reading is beneficial.	1	2	3	4	5
1.14.2. X-reading is positive.	1	2	3	4	5

1.14.3. I would find x-reading easy to use.	1	2	3	4	5
Part V: Behavioral Intention to use X-Reading Platform					
In this part, you will be asked about your Behavioral Intention to use X-Reading Platform in the future.					
Circle your answers.					
1.15. Assuming I have access to x-reading, I intend to use it.	0 = No 1 = Yes				
1.16. Given that I have access to x-reading, I plan to use it.	0 = No 1 = Yes				
1.17. It is worth it to use x-reading.	0 = No 1 = Yes				
1.18. I will frequently use x-reading in the future if it is free of charge.	0 = No 1 = Yes 2 = Not Decide				

Questionnaire in Khmer

កម្រងសំណួរអំពីការយល់ឃើញរបស់សិស្សចំពោះការប្រើប្រាស់កម្មវិធី X- Reading តាមអ៊ីនធឺណិតក្នុងការសិក្សាភាសាអង់គ្លេស

ខ្ញុំបាទឈ្មោះ: **ម៉ឺន សុខដែរ** ជានិស្សិតកំពុងសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំឯកទេសប្រឹក្សា គរុកោសល្យ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ខ្ញុំបាទបាននិង កំពុងធ្វើការសិក្សាស្រាវជ្រាវលើប្រធានបទ **ការយល់ឃើញរបស់សិស្សចំពោះការប្រើប្រាស់កម្មវិធី X- Reading តាមអ៊ីនធឺណិតក្នុងការសិក្សាភាសាអង់គ្លេស** ដែលជាសារណាសម្រាប់បញ្ចប់ថ្នាក់អនុបណ្ឌិត របស់ខ្ញុំបាទ។

ការសិក្សានេះគឺមានបំណងផ្តល់ការយល់ដឹងអំពីបច្ចុប្បន្នភាពនៃការប្រើប្រាស់កម្មវិធី X-Reading កំណត់អត្តសញ្ញាណនៃសារៈប្រយោជន៍ និងបញ្ហាប្រឈមនានានៅក្នុងការប្រើប្រាស់កម្មវិធីនេះ។ ការរក ឃើញនេះនឹងផ្តល់ព័ត៌មានសំខាន់ៗ និងជាឯកសារយោងដែលមានមូលដ្ឋានលើភស្តុតាងសម្រាប់អ្នក ពាក់ព័ន្ធផ្នែកអប់រំរួមមាន គ្រូបង្រៀន និង អ្នកគ្រប់គ្រងកម្មវិធី X-Reading ដើម្បីជំរុញឱ្យសិស្សមាន ចំណាប់អារម្មណ៍និងបន្តការសិក្សាតាមកម្មវិធីនេះ។ លើសពីនេះ ការសិក្សានេះអាចរួមចំណែកក្នុងការ លើកកម្ពស់ការប្រើប្រាស់កម្មវិធី X-Reading តាមអ៊ីនធឺណិតប្រកបដោយប្រសិទ្ធភាពនាពេលអនាគត សម្រាប់ការអប់រំនៅតាមសាលារៀនជំនាន់ថ្មីនៅកម្ពុជា។ ការសិក្សានេះអាចនឹងក្លាយទៅជាឯកសារ យោងដ៏សំខាន់សម្រាប់ការស្រាវជ្រាវបន្ថែមទៀតលើប្រធានបទនេះ ដែលនឹងផ្តល់អត្ថប្រយោជន៍ជាច្រើន ដល់សិស្ស/និស្សិត គ្រូបង្រៀន ក៏ដូចជាស្ថាប័នពាក់ព័ន្ធ។

ព័ត៌មានទាំងអស់របស់អ្នកត្រូវបានរក្សាជាការសម្ងាត់ ដោយមានតែអ្នកស្រាវជ្រាវតែម្នាក់ដែលអាច ប្រើប្រាស់បាន។ វាមិនមែនជាតេស្ត ហើយក៏គ្មានចម្លើយខុស ឬត្រូវដែរ។ ព័ត៌មានរបស់អ្នក ពិតជាមាន សារៈសំខាន់ណាស់សម្រាប់ខ្ញុំ ហើយខ្ញុំសង្ឃឹមថាអ្នកនឹងចូលរួមជាមួយការសិក្សាស្រាវជ្រាវនេះ។

ប្រសិនបើមានសំណួរ ឬបញ្ហាណាមួយពាក់ព័ន្ធនឹងកម្រងសំណួរនេះ សូមទំនាក់ទំនងមកកាន់ខ្ញុំ ដែលជាអ្នកស្រាវជ្រាវតាមរយៈ៖

- លេខទូរស័ព្ទ៖ 017 318 255/ 098 989 957 37
- អាសយដ្ឋានសារអេឡិចត្រូនិក៖ meunsokai7777@gmail.com

ការបំពេញរបស់អ្នកនិងត្រូវចំណាយពេលប្រហែលជា ១០នាទី។

សំណួរ	ចម្លើយ	ការរំលង
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ផ្នែកទី ១៖ ព័ត៌មានប្រជាសាស្ត្រ

ចូរគូសរង្វង់ និងបំពេញចម្លើយរបស់អ្នក!

1.19. ភេទ	1 = ប្រុស 2 = ស្រី 3 = ផ្សេងៗ	
1.20. អាយុឆ្នាំ	
1.21. ទីកន្លែងកំណើត	1 = រាជធានីភ្នំពេញ 2 = មកពីតាមខេត្ត	
1.22. ឈ្មោះសាលា	.....
1.23. ថ្នាក់ទី	.....
1.24. ឆ្នាំសិក្សា	.....

ផ្នែកទី ២៖ ចំណេះដឹង និងការអនុវត្តអំពីទំនាក់ទំនងបច្ចេកវិទ្យាព័ត៌មាន

ផ្នែកនេះនឹងសួរអ្នកអំពីការអនុវត្តបច្ចេកវិទ្យាព័ត៌មាននិងទំនាក់ទំនង

ចូរគូសរង្វង់លើចម្លើយណាដែលអនុវត្តចំពោះអ្នក!

1.25. តើអ្នកមានកុំព្យូទ័រផ្ទាល់ខ្លួនដែរ ឬទេ?	0 = គ្មាន 1 = មាន	ប្រសិនបើ “0=គ្មាន” សូមទៅ សំណួរ 1.8
1.25.1. ប្រសិនបើអ្នកមាន តើកុំព្យូទ័រ ផ្ទាល់ខ្លួនរបស់អ្នកប្រភេទអ្វី?	1 = កុំព្យូទ័រយួរដៃ 2 = កុំព្យូទ័រលើតុ 3 = មានទាំង២ប្រភេទខាងលើ	
1.25.2. តើអ្នកមានកុំព្យូទ័រផ្ទាល់ខ្លួន ប៉ុន្មានឆ្នាំហើយ?	..... (ចំនួនឆ្នាំ)	
1.25.3. តើអ្នកចេះប្រើប្រាស់កុំព្យូទ័រ ប៉ុន្មានឆ្នាំហើយ?	..... (ចំនួនឆ្នាំ)	
1.25.4. តើអ្នកប្រើប្រាស់កុំព្យូទ័រញឹក ញាប់ប៉ុណ្ណា?	1 = រៀងរាល់ថ្ងៃ 2 = ស្ទើរតែរៀងរាល់ថ្ងៃ 3 = ២ ឬ៣ដងក្នុងមួយសប្តាហ៍ 4 = ម្តងក្នុងមួយសប្តាហ៍ 5 = ២ ឬ៣ដងក្នុងមួយខែ	
1.26. តើអ្នកមានទូរស័ព្ទទំនើប ឬ ចេបប្លែកដែរឬទេ?	0 = គ្មាន 1 = មាន (ទូរស័ព្ទទំនើប)	ប្រសិនបើ “0= គ្មាន”

	2 = មាន (ថែប្លែត) 3 = មានទាំងពីរ (ទូរស័ព្ទទំនើប និងថែប្លែត)	សូមទៅ សំណួរ 1.9
1.26.1. តើអ្នកប្រើប្រាស់ទូរស័ព្ទទំនើប ឬថែប្លែតប៉ុន្មានឆ្នាំហើយ?	..... (ចំនួនឆ្នាំ)	
1.27. តើអ្នកប្រើប្រាស់អ៊ីនធឺណិត ដែរឬទេ?	0 = មិនប្រើប្រាស់ 1 = ប្រើប្រាស់	ប្រសិនបើ “0= មិនប្រើ ប្រាស់” សូមទៅ ផ្នែកទី៣
1.27.1. តើអ្នកប្រើអ៊ីនធឺណិតប៉ុន្មានឆ្នាំ ហើយ?	..... (ចំនួនឆ្នាំ)	
1.27.2. តើអ្នកប្រើប្រាស់អ៊ីនធឺណិត ប៉ុន្មានម៉ោងក្នុងមួយថ្ងៃ? (គិតជា មធ្យម)	..... (ចំនួនម៉ោង)	
1.27.3. តើអ្នកប្រើប្រាស់អ៊ីនធឺណិត តាមរយៈឧបករណ៍អ្វីខ្លះ? (ជ្រើស រើសចម្លើយបានច្រើន)	1 = ទូរស័ព្ទទំនើប 2 = ថែប្លែត 3 = កុំព្យូទ័រយួរដៃ 4 = កុំព្យូទ័រលើតុ 5 = ឧបករណ៍ផ្សេងៗទៀត (.....)	
1.27.4. តើអ្នកប្រើប្រាស់អ៊ីនធឺណិត ញឹកញាប់ប៉ុន្មានណា?	1 = រៀងរាល់ថ្ងៃ 2 = ស្ទើរតែរៀងរាល់ថ្ងៃ 3 = ២ ឬ៣ដងក្នុងមួយសប្តាហ៍ 4 = ម្តងក្នុងមួយសប្តាហ៍ 5 = ២ ឬ៣ដងក្នុងមួយខែ 6 = មិនដែល	
1.27.5. តើអ្នកប្រើប្រាស់អ៊ីនធឺណិតក្នុង គោលបំណងចម្បងអ្វីខ្លះ? (សូម ជ្រើសរើសចម្លើយចំនួន ៣ រួចដាក់ចំ ណាត់ថ្នាក់ពីលេខ ១ ដល់លេខ ៣)	() = ការសិក្សារៀនសូត្រ () = ការងារប្រចាំថ្ងៃ () = ការធ្វើអាជីវកម្ម ឬជំនួញផ្សេងៗ () = ការទំនាក់ទំនង (បណ្តាញសង្គម) () = ការកំសាន្ត (ហ្គេម មើលភាពយន្ត ចម្រៀង...) () = ការទទួលព័ត៌មាន	

	() = ផ្សេងៗទៀត (.....)	
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ផ្នែកទី ៣៖ ការយល់ដឹង និងបទពិសោធន៍ការការប្រើប្រាស់កម្មវិធី X-Reading តាមអ៊ីនធឺណិតក្នុងការសិក្សាភាសាអង់គ្លេស

ផ្នែកនេះនឹងសួរអ្នកអំពីការយល់ដឹង និងបទពិសោធន៍នៃការសិក្សាភាសាអង់គ្លេសដោយប្រើកម្មវិធី X-Reading តាមអ៊ីនធឺណិត។

កម្មវិធី X-Reading តាមអ៊ីនធឺណិត៖ គឺជាប្រព័ន្ធមួយ(ជាវេបសាយនៅលើអ៊ីនធឺណិត) ដែលអនុញ្ញាតឱ្យអ្នកប្រើប្រាស់អាចចូលទៅចូលទៅជ្រើសរើសសៀវភៅអង់គ្លេសដែលពួកគេចង់ និងធ្វើកិច្ចការដែលគ្រូដាក់ឱ្យ ។ ចូរគូសរង្វង់លើចម្លើយណាដែលអនុវត្តចំពោះអ្នក!

1.28. តើអ្នកធ្លាប់ប្រើកម្មវិធី X-Reading តាមអ៊ីនធឺណិតរយៈពេលប៉ុន្មានឆ្នាំហើយ។	.....ឆ្នាំ	
1.28.1. តើអ្នកប្រើប្រាស់កម្មវិធី X-Reading តាមអ៊ីនធឺណិតញឹកញាប់ដែរឬទេ?	1 = ញឹកញាប់ 2 = ទេ	
1.28.2. តើអ្នកប្រើឧបករណ៍អ្វីដើម្បីប្រើប្រាស់កម្មវិធី X-Reading?	1 = ទូរស័ព្ទទំនើប 2 = ចែបប្លែត 3 = កុំព្យូទ័រយួរដៃ 4 = កុំព្យូទ័រលើតុ 5 = ឧបករណ៍ផ្សេងៗទៀត (.....)	
1.28.2.1. តើមានគ្រូបង្រៀនអ្នកពីរបៀបប្រើប្រាស់កម្មវិធី X-Reading ដែរឬទេ?	1 = មាន 2 = គ្មាន	

ផ្នែកទី ៤៖ ការយល់ពីធនធាននិងការទទួលយកបច្ចេកវិទ្យា

ផ្នែកនេះនឹងសួរអ្នកអំពីការយល់ឃើញរបស់អ្នកជុំវិញការប្រើប្រាស់កម្មវិធី X-Reading សម្រាប់ការរៀនភាសាអង់គ្លេសតាមអ៊ីនធឺណិត)

- ចូរគូសរង្វង់លើចម្លើយណាដែលយល់ថាត្រឹមត្រូវចំពោះអ្នក! (1 = មិនយល់ស្របខ្លាំង, 2 = មិនយល់ស្របតិចតួច, 3 = មិនសម្រេចចិត្ត 4 = យល់ស្របតិចតួច 5 = យល់ស្របខ្លាំង)

1.29. **ការយល់ដឹងពីសារៈប្រយោជន៍**

	មិន យល់ ស្រប	មិន យល់ ស្រប តិច តួច	យល់ ស្រប តិច តួច	យល់ ស្រប	យល់ ស្រប ខ្លាំង
1.29.1. ការប្រើប្រាស់កម្មវិធី X-Reading អាចជួយខ្ញុំឱ្យធ្វើកិច្ចការភាសាអង់គ្លេសដែលត្រូវបានដាក់ឱ្យបានលឿន។	1	2	3	4	5
1.29.2. កម្មវិធី X-Reading បានជួយឱ្យការសិក្សាភាសាអង់គ្លេសរបស់ខ្ញុំទទួលបានលទ្ធផលល្អប្រសើរជាងមុន។	1	2	3	4	5
1.29.3. ការប្រើប្រាស់កម្មវិធី X-Reading បានជួយឱ្យខ្ញុំទទួលបានចំណេះដឹងថ្មីៗទាក់ទងនឹងភាសាអង់គ្លេសច្រើនជាងមុន។	1	2	3	4	5
1.29.4. ការប្រើប្រាស់កម្មវិធី X-Reading បានជួយពង្រឹងនូវប្រសិទ្ធភាពនៃការអានភាសាអង់គ្លេសរបស់ខ្ញុំឱ្យកាន់តែប្រសើរឡើងជាង មុន។	1	2	3	4	5
1.29.5. ការប្រើប្រាស់កម្មវិធី X-Reading បានជួយឱ្យខ្ញុំមានភាពងាយស្រួលក្នុងការធ្វើកិច្ចការភាសាអង់គ្លេសដែលត្រូវដាក់ឱ្យ។	1	2	3	4	5
1.29.6. ការប្រើប្រាស់កម្មវិធី X-Reading ពិតជាមានសារៈសំខាន់សម្រាប់ការសិក្សាភាសាអង់គ្លេសរបស់ខ្ញុំ។	1	2	3	4	5
1.30. ការយល់ដឹងពីភាពងាយស្រួលនៃការប្រើប្រាស់					
1.30.1. ការស្វែងយល់អំពីការប្រើប្រាស់កម្មវិធី X-Reading មានភាពងាយស្រួលសម្រាប់ខ្ញុំ។	1	2	3	4	5
1.30.2. ការប្រើប្រាស់កម្មវិធី X-Reading មានភាពងាយស្រួលក្នុងការស្វែងរកសៀវភៅសម្រាប់អាន និងធ្វើកិច្ចការភាសាអង់គ្លេសដែលត្រូវដាក់ឱ្យ។	1	2	3	4	5
1.30.3. សកម្មភាពនៃការប្រើប្រាស់កម្មវិធី X-Reading របស់ខ្ញុំមានភាពច្បាស់លាស់។	1	2	3	4	5
1.30.4. ខ្ញុំអាចប្រើប្រាស់កម្មវិធី X-Reading ប្រកបដោយភាពបត់បែន។	1	2	3	4	5
1.30.5. ខ្ញុំអាចប្រើប្រាស់កម្មវិធី X-Reading បានយ៉ាងស្មាត់ជំនាញ។	1	2	3	4	5
1.30.6. កម្មវិធី X-Reading មានភាពងាយស្រួលក្នុងការប្រើប្រាស់។	1	2	3	4	5

1.31. ការយល់ដឹងពីធនធាន

1.31.1. ខ្ញុំមានឧបករណ៍គ្រប់គ្រាន់សម្រាប់ការប្រើប្រាស់កម្មវិធី X-Reading នៅក្នុងការសិក្សាភាសាអង់គ្លេសរបស់ខ្ញុំ។	1	1	2	3	4	5
1.31.2. គ្មានឧបសគ្គដែលធ្វើឱ្យមានការលំបាកនៅក្នុងការប្រើប្រាស់កម្មវិធី X-Reading នៅក្នុងការសិក្សាភាសាអង់គ្លេសរបស់ខ្ញុំឡើយ។	1	1	2	3	4	5
1.31.3. ខ្ញុំអាចកម្មវិធីប្រើ X-Reading នៅក្នុងការរៀនភាសាអង់គ្លេសរបស់ខ្ញុំបានគ្រប់ពេលដែលខ្ញុំត្រូវការ។	1	1	2	3	4	5
1.31.4. ខ្ញុំអាចស្វែងរកសៀវភៅភាសាអង់គ្លេសដែលខ្ញុំចង់អានបានងាយស្រួលនៅក្នុងកម្មវិធី X-Reading នៅក្នុងវគ្គសិក្សារបស់ខ្ញុំ។	1	1	2	3	4	5

1.32. ភរិយាបថឆ្ពោះទៅរកការប្រើប្រាស់

1.32.1. កម្មវិធី X-Reading ជាកម្មវិធីមួយដែលមានប្រយោជន៍សម្រាប់ការសិក្សាភាសាអង់គ្លេសរបស់ខ្ញុំ។	1	2	3	4	5	6
1.32.2. កម្មវិធី X-Reading ជាកម្មវិធីដ៏ល្អសម្រាប់ការសិក្សាភាសាអង់គ្លេសរបស់ខ្ញុំ។	1	2	3	4	5	6
1.32.3. ខ្ញុំអាចប្រើប្រាស់កម្មវិធី X-Reading បានយ៉ាងងាយស្រួល។	1	2	3	4	5	6

ផ្នែកទី ៥៖ ចេតនានៃការប្រើប្រាស់កម្មវិធី X-Reading
 ផ្នែកនេះនឹងសួរអ្នកអំពីចេតនានៃការប្រើប្រាស់ ឬបន្តប្រើប្រាស់ X-Reading ទៅថ្ងៃអនាគត។
 ចូរគូសរង្វង់លើចម្លើយណាដែលអនុវត្តចំពោះអ្នក!

1.33. ខ្ញុំអាចប្រើប្រាស់កម្មវិធី X-Reading ក្នុងការរៀនភាសាអង់គ្លេសនៅគ្រប់ពេលដែលខ្ញុំត្រូវការ។	0 = ទេ 1 = បាទ/ចាស
1.34. ខ្ញុំមានផែនការច្បាស់លាស់ក្នុងការប្រើប្រាស់កម្មវិធី X-Reading។	0 = ទេ 1 = បាទ/ចាស
1.35. ខ្ញុំយល់ច្បាស់ពីសារៈប្រយោជន៍នៃកម្មវិធី X-Reading សម្រាប់ការរៀនភាសាអង់គ្លេសរបស់ខ្ញុំ ។	0 = ទេ 1 = បាទ/ចាស
1.36. ខ្ញុំនឹងបន្តប្រើប្រាស់កម្មវិធី X-Reading ដើម្បីរៀនភាសាអង់គ្លេសទៅថ្ងៃអនាគត ប្រសិនបើកម្មវិធីនេះមិនតម្រូវឱ្យខ្ញុំបង់ប្រាក់។	0 = ទេ 1 = បាទ/ចាស 2= មិនសម្រេចចិត្ត

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